

# LESSON PLAN

## Methods of Instruction:

### P r o b l e m   S o l v i n g

(To be inserted in paragraph 2, panel participation dealing with the live problem and practical exercise.)

The following questions will be directed by the Panel Chairman to a designated member of the Panel. In each instance the Panel member will be limited to approximately the amount of time shown in the sub-heading identified as answer.

QUESTION 1 -- Having heard what are considered to be the essential elements of a live problem or practical exercise, will you discuss the question: Is the live problem a good teaching method for training people in TSS techniques?

ANSWER --  - two minutes

QUESTION 2 -- Under what circumstances can the use of these teaching methods be used in presenting the technical aspects of photography?

ANSWER --  three minutes

QUESTION 3 -- Will you discuss your views on the use of the live problem teaching method in teaching students the techniques

ANSWER --  - two minutes

QUESTION 4 -- Considering the principles involved in these two teaching methods, that is, the live problem and the practical exercise, how can the advanced or specialized courses be improved through the use of these methods? In answering this question will you comment particularly on the courses which obviously lend themselves to the lecture or conference method rather than these methods

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25X1 ANSWER --  - five minutes

QUESTION 5 -- Will you discuss some of the problems involved from the instructor's point of view in developing and conducting a live problem or practical exercise, touching upon the number of instructors required, student/instructor ratio, time required for presentation and the values to be gained as compared to the effort expended?

25X1 ANSWER --  - eight minutes

QUESTION 6 -- In teaching the technical capabilities of audio devices, will you discuss the advantages to be obtained through the use of live problem or practical exercise as a teaching method?

25X1 ANSWER --  - four minutes

QUESTION 7 -- Will you discuss some of the disadvantages of these methods in teaching audio devices?

25X1 ANSWER --  - two minutes

QUESTION 8 -- Will you give us an illustration in the use of the live problem as a teaching method in one of the advanced subjects?

25X1 ANSWER --  - eight minutes

25X1 (Here,  should call on  to discuss the use of the live problem as a teaching method in connection with the Order of Battle Course.) 25X1

QUESTION 9 -- Will you discuss other subjects taught by members of your staff which would lend themselves to the use of one of these methods of teaching, either the live problem or the practical exercise?

25X1 ANSWER --  - two minutes

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QUESTION 10 -- Taking into consideration the division of responsibility between OTR and TSS for teaching in these technical fields, how do you visualize that TSS can provide direct support to Training in development of live problems and practical exercises?

ANSWER -  - five minutes

(Here refer to the programs at  in which TR(S) and TSS touch base.)

QUESTION 11 -- At what stage in the development of live problems and practical exercises should there be coordination between instructors?

ANSWER --  - three minutes

(Refer to the instructor's responsibility for the development of lesson plans and the necessity for considering other programs of instruction or other components of the Agency which can contribute to the development of live problems and practical exercises.)

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SUMMARY OF PANEL COMMENTS -

Mr.  - five minutes

Break - Ten Minutes

INTRODUCTION:

During the next period each of you will be given an opportunity to discuss your concepts as to the suitability of the live problem and the practical exercise as teaching methods for the subjects for which you are responsible.

QUESTION 1 -- In the Communist Party Operations Course what areas are most difficult to clarify in the students' minds?

ANSWER --

QUESTION 2 -- Would the presentation of any of these areas be enhanced by adding a live problem?

ANSWER --

QUESTION 3 -- Could not certain techniques, such as identifying the party line, be taught very effectively in capsule live problem form?

ANSWER --

QUESTION 4 -- Will you define this for the class by outlining very briefly a hypothetical situation which could be used as the first element in a live problem situation dealing with identification of the party line?

ANSWER --

QUESTION 5 -- Given the objective of impressing the student with a comprehension of party terminology and phraseology, will you discuss the appropriateness of using the live problem as a teaching method.

ANSWER --

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QUESTION 6 -- Is it feasible within the framework of the general  
scope and concept [REDACTED]  
to attempt to reduce certain aspects of psychological  
warfare to a live or field problem situation?

25X1

ANSWER -- [REDACTED]

QUESTION 7 -- Will you discuss the possibilities of using the live  
problem as a teaching method for giving the student  
a true comprehension of such CPW techniques as rumor  
mongering, the use of poison pen, or instigating

[REDACTED]

ANSWER -- [REDACTED]

QUESTION 8 -- What other aspects of the CPW field lend themselves  
to this type of problem?

ANSWER -- [REDACTED]

QUESTION 9 -- Would the use of such teaching methods clarify in the  
student's mind the basic concepts of these techniques  
and give them form?

ANSWER -- [REDACTED]

FINAL SUMMARY:

Review basic principles involved in development and conduct of live problems and practical exercises; i.e.,

- (1) Establishing the objectives or teaching goals;
- (2) Analyzing the field situation;
- (3) Determining the training situation;
- (4) Instructing and conducting the problem.

QUESTIONS TO TSS PERSONNEL

QUESTION 1 -- Bearing in mind that there is a distinct difference between the teaching of the techniques of Photography and the teaching of the application of Photography to specific situations, are there any specific topics that should be covered by the live problem method of teaching?

25X1 ANSWER --

Any additions or further suggestions:

25X1

QUESTION 2 -- As a specific example, could not perhaps the concept of depth of focus be presented perhaps more graphically by the use of this teaching method?

25X1 ANSWER --

QUESTION 3 -- Recognizing the fact that your job is primarily the demonstration and presentation by lecture of a number of devices, is there any possible way in which the live problem or practical exercise could be of assistance in getting your ideas across?

25X1 ANSWER --

QUESTION 4 -- In all probability, your function in teaching will lie in the orientation of both TSS and non-TSS individuals in logistics procedures involving TSS equipment. How can the live problem or the practical exercise be of assistance to you in this job?

25X1 ANSWER --

QUESTION 5 -- In what specific parts of the Investigative Techniques Course could the live problem and the practical exercise be most beneficial. How could they best be used?

25X1 ANSWER --